

# School Activities



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Spelling Bee — Central School, Cazenovia, New York

# **The Columbia Scholastic Press Association**

**Announces its**

## ***28th Annual Contest* for Newspapers and Magazines**

Deadlines: Newspapers	January 10, 1952
Elementary Publications	January 10, 1952
Magazines	February 1, 1952

Official Announcements and Entry Forms have been mailed to all schools.

\* \* \*

## **28th ANNUAL CONVENTION for Advisers and Staff Members March 13, 14, 15, 1952**

Official Invitations and Registration Forms will be mailed to all schools during December and the early part of January.

Nearly 200 meetings, conferences, discussions, clinics, roundtables and other events with professional journalists and experts in the school press field as speakers or group leaders will be offered.

Schools are requested to notify the CSPA of failures to receive notices within a reasonable time, in order to enable the Association to mail additional forms.

*For additional information, write:*

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# School Activities

HARRY C. MCKOWN, *Editor*

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RALPH E. GRABER, *Assistant Editor*

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# *As the Editor Sees It*



After having had some little experience with student council conferences and workshops, it is our opinion that nearly all of these events show, to some extent, the following weaknesses:

First: Too great an emphasis is placed upon "What-we-do-and-how-we-do-it," and too little upon "These-are-our-problems; how-can-you-help-us-solve-them?"

Second: Correlatively, too few council members take back with them possible solutions to their own problems. Merely reporting in a general way what happened at the convention does not represent fulfillment of the attending members' responsibilities.

Third: Usually, little or no definite preparation is made by the council members and sponsors who attend. Too often their attendance and participation lack specific point.

The main end and aim of such a conference is to help the local council improve in its organization, attitudes, projects, and activities. Obviously, this can be accomplished only if specific contributions toward the solution of specific problems and difficulties are specifically sought and made.

For use at student council conventions, high school assemblies, faculty and P.T.A. meetings, civic gatherings, luncheon-club affairs, and in other school and community settings, may we recommend the 16 mm., silent color film made of the Conference of the National Association of Student Councils at Wellesley, last June. (We only wish it had been available for use on our two recent educational missions to Germany.) Information concerning it may be obtained from Mr. Gerald M. Van Pool, 1201 Sixteenth St. N.W., Washington 6, D.C.

Only a very few schools do what all schools that have an interscholastic program should do—stage a demonstration of the game of the current season. Such a demonstration explains, describes, and illustrates offensive and defensive plays, functions of the various players, rules and violations, officials' signals, etc. Naturally, understanding the game makes for better enjoyment

of it, increases appreciation of its finer points, promotes more intelligent support of the officials. This is a perfectly logical assembly program—or several of them. If you stage such a demonstration, won't you write it up for our readers? Thanks, from them and us.

Far too many otherwise attractive school and community banquets honoring an athletic, debate, judging, or other team or group, are spoiled by the "program" of student responses.

Often the chairman is some boy or girl who has no more competency for this important responsibility than our black cat. How many times we have screamed internally while listening to such presentations as, "Jim, he wants to make a speech;" "Now, Mr. Bozo will give us his ideas;" "Can't you say something about it, Mary?" "The coach will now make us a talk," and similar "introductions!"

Naturally, such a "program" is no more embarrassing to the talkers than it is to the fine men and women who have provided the banquet, and the teachers and administrators present.

Why should not such a program be as attractive as the dinner served? Students should not be expected to make polished orations, but surely they should be expected to talk above third-grade level.

The fault lies in lack of intelligent preparation. If the cooks prepared their dinner like the committee and speakers prepare the program, it would not be fit to eat.

Let's either organize and prepare a program that is a credit to the school and its people, or have no program.

Each year, the Lamar, Colorado, school board turns over to the student council the balance in its "defacement fund"—money which has been earmarked for repairs made necessary by student mischief or carelessness. Apparently, the students themselves have readily appreciated their own responsibility in this policy—that less defacement means more funds for the council and its activities. An idea?

*Extra-curricular activities are accepted whole-heartedly by parents and patrons of the schools. Or are they?*

## Reluctant Parents: A Macedonian Call

**A**LVA WAS A GANGLING ADOLESCENT who looked more like a huge animated jumping jack than a high school freshman. He was modest to the point of shyness, was amiable, and conscientious. Nobody would have guessed he was phenomenally endowed to become a star baseball pitcher, until John Sherman, the coach, discovered the fact almost accidentally in a physical education class. Alva didn't even know of his talent himself, although he had sufficient explosive power in his whip to fire a baseball with almost supersonic speed. As a matter of fact, Alva had never thrown a baseball before he met John Sherman.

Such naïveté regarding America's national game was almost unbelievable, and can be understood only in light of Alva's family background.

The Thompson family was a patriarchy. Father Thompson was completely dictatorial regarding all matters in the operation of his farm and household, and in the behavior of his wife and children. Not only were all decisions in the family his; so were all attitudes and opinions his. And, like most dictators, it never occurred to him that he could be wrong in any particular, although his neighbors thought he was wrong much more often than he was right.

Among Mr. Thompson's dogmas was the inherent sinfulness of baseball. Baseball often is played on Sunday; the Sabbath is a day to be kept holy; therefore, all baseball, under any circumstances or auspices, and at any time or place, is taboo.

Alva could have become the second pitcher, earning a letter in his freshman year, and upon the graduation of Max, an upperclassman, could have become the first pitcher, by the time ordinary boys are able to make the scrubs. Coach Sherman needed his services badly. But Father Thompson was adamant. Thus was another flower "born to blush unseen, and waste its sweetness on desert air."

Leonard could have become an excellent half-back on the football team; but his father decreed that he was sending his son to school for an education, not for folderol; Marilyn could have

**J. R. SHANNON**  
*Sacramento State College*  
*Sacramento, California*

taken the leading rôle in the class play, but her parents were sending her to school for "fundamentals;" Eloise had to decline a solo part in the oratorio because her parents preferred "solid subjects;" William had to give up his reportorial assignment on the school newspaper to allow more time for subjects which "discipline the mind;" Nadine was elected prom queen, but she had to resign, not reign, because of her father's objections.

It might seem that school activities, as popular as they are among pupils and as highly esteemed as they are by authorities in education and psychology, would be equally cherished by school patrons. Perhaps, on the whole, they are, but one of the Waterloos of sponsors of school activities in many instances is parental opposition.

How can parents' objections to their children's participation in school activities be overcome? Indeed, can they be overcome at all? These are not rhetorical questions; the writer really wants to know. Is he rash or is he rational? Will parents regard applause as applesauce if we laud the children as a device to lead their parents? Will the parents deplore what we adore? Will they be scarified when we show that their children's talents should not be sacrificed? We must enlist the best mentality of sponsors to discover the instrumentality for showing parents that fun and fundamentals are not mutually exclusive.

Saint Paul reported that he had a vision in the night. "There stood a man of Macedonia, and prayed him, saying, 'Come over to Macedonia, and help us.'"

It is pat to end an exposition with an admonition. The present exposition ends like a missionary sermon—with a solicitation. Will the saved souls, the sponsors of school activities, please write to the author telling him how they solved problems like those presented by Alva, Leonard, Marilyn, Eloise, William, or Nadine?



If helpful responses follow this plea, a report will be published in these columns later to help other sponsors with their problems. Each sponsor who responds will become a founder for others who

flounder. Please give us the benefit of your experience.

The ushers will now pass the collection plates.

***"Commencement really means 'the beginning.' " Exercises and programs can be made interesting, realistic, and practical.***

## Commencement Programs That Click

**T**HE PATTERN of high school commencements is generally that of the conventional stereotype. From processional through the program to recessional, and in between, the unexpected or unusual is seldom experienced.

Invocation and benediction by a local clergyman, the customary student music and student speeches by salutatorian and valedictorian, and the routine dispensing of diplomas by principal, superintendent, or a member of the Board of Education with or without "appropriate" remarks, mark the characteristic high school ceremonies at altogether too many commencements.

If "commencement" came at the beginning, instead of at the end, of the school year things might turn out differently. Senior class sponsors, high school teachers and administrators, everywhere, find their strength depleted, nerves taut, and creative imaginations nil when commencement rolls around. Neither proper mood nor adequate time and energies remain to plan something really new, different, or distinctive.

Let this not be interpreted to mean something bizarre or frothy. Commencement is essentially an occasion of dignity, albeit also an occasion of cheerfulness, commemorating sound accomplishment. It is also an opportunity for worthwhile public relations. The writer would not advocate general adoption of the erecting of a Christmas tree on the commencement stage, adorned with the speaker's honorarium and a gift for each graduating senior, as was his experience once in a school where he had been invited to be the commencement speaker.

The following suggestions may prove helpful to high school seniors, teachers, and administrators who may be interested in something special for commencement programs.

Commencements need to be planned early. Summer or early fall is the best time to get underway. The plan, the script, the characters should be chosen and written down on paper by Janu-

**HERBERT H. HELBLE**  
*Principal, Appleton High School*  
**Appleton, Wisconsin**

ary. Co-operative mass events, involving the entire senior class, require nearly an entire semester for proper development and rounding up.

Secondly, if your temperament and school-community climate of opinion permit, look for innovations in planning and producing your program. There are excellent manuals, articles, and books on worthwhile and newer types of commencement programs available for help.<sup>1</sup> Many schools have resourceful people, students and teachers, often undiscovered and undeveloped in their talents, who can prepare creative, challenging, and highly dramatic commencement scripts. Perhaps many of us do not enlist faculty-pupil-community participation sufficiently, in planning, preparing, and executing the program. The commencement program can become a focal point of co-operation between school and community, and thus becomes an activity *with* the community rather than merely a ceremony *for* the community.

Our 1951 Commencement program was styled "Welcome to Adult Citizenship—We Need You, Class of 1951." Eight adult citizens, representatives of various community groups, invited the 368 seniors to membership and activity in their groups. For from six to eight minutes each, they answered where, when, and how to become a member of their respective group and assist in its community work. Each speaker sought to enlist the efforts of the graduates for adult responsibilities in community service groups. Instead of *telling* the seniors, each message *asked* them to participate. Each tried to make the seniors feel they were needed in community activities. Represented in these groups

<sup>1</sup> *The Commencement Manual*, 1950, National Association of Secondary School Principals, Washington, D.C.

were the Chamber of Commerce, the noon-day service clubs; civic groups, such as the League of Women Voters; the churches; the Appleton Committee on Human Rights; adult educational organizations, such as a local college, vocational school, extension university, and library; youth groups, such as Y.M.C.A., Y.W.C.A., C.Y.O., Boy and Girl Scouts, and 4-H clubs; and welfare groups, such as Red Cross, cancer, heart, anti-tuberculosis, community fund, and crippled children's societies.

The president of the student council concluded the program with a brief response, pledging class participation in community activities.

Each speaker prepared a script beforehand which was co-ordinated with the others by the principal to avoid overlapping and duplication. A dinner for the entire group of speakers at the school laid the groundwork when plans were perfected and agreed upon.

Another deviation from routine was our 1950 Commencement exercises. The entire graduating class of nearly 400 seniors participated. The class presented the script "Are You Listening, Joe?", a dramatic version of a letter addressed to Joe Stalin, U.S.S.R., by Joe Doakes, U.S.A. This plea for international brotherhood and understanding was delivered by means of choral speaking and singing. Seated on a large stage, facing nearly 1700 spectators, accompanied by orchestral music in the pit, the class of 1950 made a highly dramatic and powerful appeal for peace and good will.

Weeks of preparation preceded. Permission to use the script was secured, local adaptations made, hundreds of copies had to be mimeographed and bound, and rehearsals begun in senior home rooms. Solo speakers and singers were selected and trained.

Our 1947 venture combined guidance, visual aids, and public relations to create a colorful commencement.<sup>2</sup> Three hundred color slides were made throughout the school year, or borrowed, with accompanying student speeches (11 of 3 or 4 minutes each), on a wide variety of occupations in which our graduates were photographed on the job: engineering, personal services, retailing, office work, industrial, home-making, skilled crafts, professions, agriculture, public service, and teaching. One student intro-

duced the theme; the thirteenth, and final, speech dealt with leisure time and the contribution of education in preparing its graduates for that activity.

This particular commencement became a co-operative workshop between school and citizens, and between departments in the school system. Teachers in the English department prepared the scripts; later, these were synchronized by principal and the audio-visual aids department to fit the color slides. The speech teacher coached the speakers. The visual aids department, with the aid of local citizens, took or secured the pictures, provided the film, cameras, projector, and student operators. The back-stage student club manipulated the spots and stage lighting. The commercial department typed the scripts. The school publicity director handled the publicity and secured the co-operation of local graduates, citizens, merchants, employers, etc., whose co-operation was essential in photographing the pictures. The director of guidance worked the guidance theme into scripts and pictures.

The 1945 Commencement was in the nature of a pageant memorial to our nearly 100 Appleton high school sons and daughters who had lost their lives in World War II. Junior girls, in formal gowns, carrying lighted tapers in a darkened auditorium, made their way to the stage in solemn procession. Here appropriate music and a memorial message were presented in honor of the departed.

The 1944 Commencement featured the allied nations and concluded with a pageant presentation pledging our support to a United Nations organization. Again a group of junior girls, in formals, formed a procession carrying the colorful flags of the nations fighting totalitarianism.

Solo and group speaking and singing appropriate to the occasion and embodying a message of international peace and co-operation formed the core of the program.

Programs of this nature break the stereotype. They employ color and drama, and are, therefore, convincing. They enlist the efforts of many, in and out of school, and are, therefore, co-operative in nature. They build community participation and good will. They discover and develop hidden talent among participants. They give deep satisfactions and joy to participants and audience alike. Commencements, what with new style, really click!

<sup>2</sup> Helble, H. H.: "Guidance, Visual Aids, and Public Relations Combine to Create a Colorful Commencement." *American Schoolboard Journal*, February 1948, 26 pp.

**Hi Look! Folks! We have a whole baker's dozen of ideas and suggestions for those club revues.**

## The Big Show

**T**HE BASIC RECIPE for a better-than-average school or club variety show is really no professional secret. You first take a theme; add a master of ceremonies (occasionally two MC's); then whip up, separately, six or seven main acts; next, carefully blend, or work in, eight to ten between-act features, to taste; top it all with an entire-cast finale; and generously garnish the whole with colorful, pitted orchestra selections.

While the success of the annual fall or spring revue is, of course, partly dependent upon the quality of the ingredients, it is even more dependent upon the skillful mixing of these parts. In this regard, half the problem of happily binding the production lies in the choice of theme. All too often the matter of theme is a desperate last-minute step in the show's preparation, a fortuitous selection rather than a long-studied preliminary move. Just as the inspired chef may concoct a delectable stuffing for the prize turkey; first with the substitution of a cornmeal basis, now with sage and other carefully selected condiments, now with oysters, now with chestnuts, still he must artfully see to it that the proper bouquet always pervades his creation delicately and evenly.

That the following suggestions should produce several hit productions for a group of any size is more than the mere hope of this writing—it is a conviction based on the proof of the putting on, successfully, during the past few years of all thirteen types of variety shows which make up the baker's dozen herein described.

To push the figure of speech just once more, this prefatory warning might be inserted. Avoid too many cooks: don't have too large a production planning committee. And don't cook up too big a show at any one time. Rather, make the audience, like Oliver, ask, please, for a little more. You want them to return next year. Whatever the nature of the vaudeville program, brevity is the soul of it.

1. *Pages from the Ages.* The chronological type of revue falls very conveniently into ancient and modern periods with an orchestral intermission. Starting with the cave-man, dragging

**THEODORE CEDERBERG**  
**2031 Rucker Avenue**  
**Everett, Washington**

his mate by the hair across the stage, the opening scene can depict a sublime Bongo-Bongo existence. Other eras may describe cradle-of-civilization life along the Nile, a Roman holiday, the French court, New England pilgrims and Indian scalpers, California '49ers, a World War II army or navy routine. This historical theme can be projected into the future, with rocket ship and a life-on-Mars scene, ending, possibly, with the subsequent explosion and blackout giving way to a final Bongo cave-man scene, a repeat of the curtain-raising feature — that's-where-we-came-in act.

2. *Through the Years.* (Memory Lane, Silver or Gold or Diamond Anniversary theme.) Also in the time order, this idea restricts events to the particular school or community. Especially useful in the development of a panorama revue, with its accent on the familiar, is the use of local color, and the set reproductions of main-street scenes, of an old school classroom, or our town park squares of yesteryear. Many nostalgic hit-tune suggestions for each year are listed in catalogs of leading music publishers. Former school annuals are a "must" reference. The ghosts of commencements past can be summoned via the resurrection of senior "prophecies;" and the inevitable anachronisms in the destinies of celebrated alums can be limitlessly exploited. That hardy perennial, the Gay Nineties feature, can also be admitted without a qualm. Such props as a surrey with a fringe on top and an old gray mare, a bicycle built for two, or a merry Oldsmobile, actually on stage as a part of a number, can do as much as the most elaborate costuming and setting in successfully bringing about a heart-warming remembrance of things past.

3. *Calendar Capers.* Still another variation of this same theme is a parade of the months or the seasons. Opening with a New Year's masquerade of the whole cast, by glimpses of costume and cast in a foreshadowing of things to

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come, January can include a Father Time and a triangle-suited "1952" or "1953," who becomes the show's MC, with a gradual aging, through change of costume and make-up. Two hearts in three-quarter time can feature, for February, a roller-skating team, assisted by cupids or an ensemble, also on wheels. The other months have many possibilities—e. g., August, an in-front-of-the-curtain Atlantic City bathing beauty contest—feminine impersonations by the football or basketball lettermen. September and schooldays are synonymous. A harvest moon and square dancing are naturals for October or November. And for December, a Santa Claus skit or, perhaps, an out-and-out serious tableau of carolers against a cathedral window backdrop and soap-chip snowflakes floating downward from the grid as the singers end the show with their lyric dreaming of a white Christmas.

4. *Mardi Gras*. (Carnival, Circus, County Fair). No theme gives itself up more easily to all the senses than this joyous motif. Here the free play of sight and sound, smell, taste, and touch can run riot (almost) without fear of going out of bounds. In emulating the zaniness of Olson and Johnson or the Marx brothers, the revelry takes over the whole theatre, with mad antics happening in balconies and orchestra pit and aisles and customers' laps as much as on the stage itself. The foyer and even the outside of the theater join the fun with real or simulated animals, with barkers, clowns, and other samples of the amazing and fabulous attractions inside. Candy, popcorn, ice cream, peanuts, soda water—all add to the merriment (and the profits). As props for the barker-MC, large painted muslin billboards can be "discovered" upon the opening of the curtain before each main act, to announce forthcoming snake-charmers, weight-lifters, high-divers, midway entertainers, magicians, animal performers, trapeze artists, etc., etc.. If the theatre or auditorium is too sparkling new and the janitorial staff, at the last moment, might threaten to call a strike, you'd better get ideas from the other suggested themes and just forget that we ever mentioned it. It would have been lots of fun, though.

5. *Hollywood Revue*. Here the whole gamut of screen, radio, stage, and TV entertainment can be run. "On the lot" action of pictures-in-production will provide suitable material for any number of acts: musical comedies, crime

thrillers, westerns, etc. Take-offs of well-known movies, like the Jack Benny or Fred Allen versions of recent productions, always go over big. Then, too, it is not altogether impossible to have an actual personal appearance of a Hollywood celebrity. The inclusion of a short film should be considered, perhaps of an old-time melodrama or a Chaplin flicker or a Valentino pulse-accelerator. Or, equally popular, a home-produced movie, starring local personalities from the student body, the faculty, or the community in either familiar or unusual surroundings, perhaps pursuing their hobbies as an artist, an erratic golfer, a swimmer, or even a front-porch, rocking-chair snoozer. Incidentally, a representative inclusion, good-humoredly, of the faculty of a school group, as a surprise guest-artist feature in a one-act play or a novelty song-and-dance routine or a specialty instrumental number, is a guaranteed "show-stopper," not to mention its being a priceless good-will developer between labor and management, i. e., students and teachers. And, reluctant though they at first are, in participating, the teachers really enjoy getting into the act, and are extremely co-operative. Some of these adults very likely, "wowed 'em" in similar college or high school variety shows, once upon a time.

6. *All-American Tour*. Some of these themes can overlap or be synthesized: a Hollywood act could be one feature in a cross-country revue. Other itinerary high lights would be the Deep South for a Mississippi showboat minstrel act; the Old West of covered wagon times (here the idea doubles back to one of the chronological themes); New York night club; Tennessee or Kentucky hill-billy numbers; San Francisco Chinatown; New Orleans Mardi Gras; Atlantic City Boardwalk; Coney Island; Main Street, U.S.A.; down on the farm. In-between B act numbers can include college songs from various American universities or ballads which play up regions, like "California, Here I Come," "Out Where the West Begins," and "The Bowery." Dances can range from Colonial minuets and Virginia reels to Missouri waltzes and Harlem jive.

7. *Global Cavalcade*. (Around the World in Eighty Minutes, United Nations Travelog). More flexible, if less patriotic, is the travelog type of show. A whole program could be arranged with an out-of-the-ordinary junket, hitting the spots where the average tourist doesn't go, or

can't go. So here we would visit villages along the Volga, experiencing student life in Russia, with Stalin as a school visitor and seven-year-old Comrade Vladimir being sent to Siberia for smuggling some capitalistic bubble gum in the hopes of winning the fair Sonya away from eight-year-old Comrade Ivan. Life on the North Pole, in and out of igloos, is a possibility. And that desert island with its shipwrecked sailors. And a Turkish harem. And a Bogart-Hepburn African safari. Still, the Grand Tour is always popular: the Paris of the Left Bank, Vienna and her Strauss waltzes, Norway and her midsummer festivals, Venice and singing gondoliers and lavish international-set parties, Holland and windmills and pretty Dutch maids, Scotland and bonny lasses. Maybe this theme can start off, mildly enough, and end up with a behind-the-iron-curtain excursion, amusing but not entirely without a purposeful overtone of thought to give one pause.

8. *Melody Roundup*. For those schools with a strong choral department a medley of moments-musicales excerpts can be enacted. In some respects this theme embodies, in simplified form, the last three themes, with emphasis on singing. The dramatization of songs for the '20s would bring in the Charleston. A levee scene or cottonfield drama could be built around a group of spirituals. Gay Nineties numbers would provide half the appeal of an old-time melodrama. Gilbert and Sullivan or condensed current musicals can furnish a delightful *piece de resistance*. The December act of *Calendar Capers* could engagingly be incorporated in a *Melody Roundup*.

9. *Nursery Tales*. Disney-inspired features could be a part of a Hollywood theme, but the stories and songs of childhood are replete with humorous as well as beautiful ideas for a full evening's show. This theme has proved particularly popular with junior high school casts and audiences, although sophisticated senior high and college students upon occasion enjoy a bout with dragons, or applaud when the prince discovers the slipper fits the five-triple-A foot of Cinderella, or relish the reincarnation of certain characters, such as Grumpy or Snow White or Rip Van Winkle or Red Ridinghood's big-toothed grandmother. The many operettas based on nursery tales can be abridged and played straight or burlesqued. A scrambled script could be made by mixing several classical characters into one modern sequel, something of the nature of

the popular one-act comedy, *When Shakespeare's Ladies Meet*.

10. *Grand Hotel*. Although the lobby of the Grand Hotel is the main arena for most of the activity of the oddly-assorted guests, still many scenes can shift to a penthouse party or a roof garden night club, to the convention hall for a group of politicians or of peanut growers, to room service and house detectives. Foreign spies can plan dastardly intrigues. Traveling show troupes can rehearse in their rooms or Metropolitan stars can practice scales or encore numbers. Auditions can be held in studios. Fashion shows can be staged for out-of-town buyers. Elevators can get stuck, electric lights can go off, water pipes can break. The hotel help can prove temperamental. Switchboard operators can bewitch millionaire playboys. Hollywood producers can exhibit "rushes" or preview Oscar contenders. With such a theme the MC could be either the manager or else a long-suffering bellhop.

11. *Magazine Stand*. The personification of pages from *Seventeen* is easy for high school students. Also, with imagination, the bringing to life of *Vogue*, *Holiday*, *Ranch Romances*, *Newsweek*, *Farmer's Friend*, and, of course, a couple of the comic magazines could be an exciting original project. "Life Goes to a Party" or "People in the News" (impersonations) or "Advice to the Lovelorn" or "Sports Shots" are departments that should not be overlooked. Trade journals and Sunday supplements immediately suggest satirical subject matter. Then there is the field of juvenile literature and of science and art.

12. *Hit the Deck*. Easy to stage, with rubber rafts, life preservers, flags, smoke stacks, deck chairs, ship's crew and passengers, a nautical theme is bound to be a sure-fire hit with every cast and audience. Your "Good Ship High Jinks" can go anywhere. Strange characters are sure to board the ship. The vessel can pull up to any port. Stowaways can be discovered. The sailors will probably mutiny. An initiation should be held by King Neptune when the ship crosses the equator. Real smoke can pour out of the funnels, through the courtesy of the chemistry department. Seagulls can wheel around the deck as the sailors pull up the gang plank and weigh anchor; passengers can throw serpentine to the audience who are on the pier seeing them off. (About those seagulls, as the liner steams out—you'd better have eight or nine trained

pigeons pinch-hit. It's illegal to catch real seagulls, and pigeons, flying over the deck, make an equally beautiful opening for a shipboard setting.)

13. *A No-Theme Time.* Once in a decade or so, it might be refreshing, and mighty easy, to have a vaudeville without a theme—no holds barred. To keep such a program from becoming a hodge-podge talent show, it would be the concern of the co-ordinators to balance the bill-offare just as carefully as ever in the selection and placing of dance routines, specialty stunts, dramatic skits, instrumental numbers, solo and group

selections, along with other short turns and encores. If your show is anything of a tradition in your community and your audience is accustomed to a theme, it will take twice the publicity and twice the patience of the production committee to keep explaining, "No, this year we sort of thought we wouldn't have a theme. For the sake of genuine variety, you know. Just anything that would be entertaining we decided we would include in the program." Having come to such a conclusion, you had better appease your customers by announcing that your coming extravaganza has a "No-Theme" theme.

*Local airlines offer an excellent medium of public relations for the schools.*

## Your School on the Air

**M**ANY A LAMENT has been heard during the past twenty years for the misuse, or the lack of use of radio and television in education. Everyone, from the broadcasters to the students, through the local clergymen, has recognized the unique, interesting and efficient means of educating these media offer, and yet, the schools themselves have frequently neglected the excellent opportunity to use radio time. Local radio station managers often ask the school to arrange some kind of program, either on a monthly or weekly basis, or for some single, special occasion. It is safe to say that no radio broadcaster would refuse time to a school group which approached him with a reasonable plan for the use of radio time. This is indeed a fine opportunity, but all too often the school's radio program becomes a nemesis with which some teacher, ill-equipped for the job, "gets stuck" and toward which a handful of students show fluctuating and uncertain interest as the year rolls by. This need not be the case if the facts of the situation are clearly recognized and a plan worked out in accordance with them.

### Purposes of School Programs

First we must realize what the purpose of school broadcasts is. Here, the purposes of the various people involved differ, and they all must be considered. For the public, the purpose of all radio programs is to *entertain*. If the program does not do this, the listeners do not keep it on long enough to become educated. The broadcaster's purpose in offering free radio time to the

**NORMA J. RENO**  
5100 Columbia Pike  
Arlington 4, Virginia

schools is usually to fulfill the F.C.C. requirement for a certain number of public service programs. The broadcaster also hopes the program will be entertaining so that it will build favorable opinion for his station among the listening audience. For the school, the purpose is not generally to present an educational "lesson" to the public, but rather to improve public understanding through presenting information about the school, its people, activities, and courses. The program serves a public relations function for the school. In the eyes of the broadcaster and of the F.C.C., this is a worthwhile community service. For the school, it is an invaluable opportunity to gain community support and approval.

### Essentials for Good Productions

With the three purposes clearly in mind, we can turn attention to producing programs to meet them, but first a warning. Radio programs cannot be "whipped out of thin air." Much time, effort, and planning go into even the simplest of commercial programs. It is hardly reasonable, then, to suppose that a non-professional school group could succeed at all in less time. Since this is true, there must be as a working nucleus, a specific, and responsible group of students and teachers who are willing to give the time and energy necessary, and who are willing to continue to do this as long as the programs continue.

This can be accomplished through a class in radio, or through a radio club provided it is composed of responsible people for each of the various types of work (typing, music, acting, writing, publicity, technical production, etc.).

The following two sections on types of programs and suggested procedures were worked out by Mrs. Corrine Smith who used this system at Greensburg High School, Greensburg, Pennsylvania, where she formerly taught. At Greensburg the radio class is responsible for one radio show every week after the beginning of the semester. Similar procedures must be applied to a club organization if good results are to be expected.

#### **Types of Program**

The first step is selecting a program type. A word here against the selection of dramatic programs. There are three reasons why this type is a poor risk for a school program on commercial radio time. (1) It is in all respects difficult to produce. Original dramatic scripts are the most difficult to write, and to use a ready-written script cuts down on the values to the students participating. (2) Your school is being represented, and an amateur dramatic group is not usually the best representative. (3) It is only the student with exceptional talent who can do dramatic parts convincingly on the air, where lack of visual image cuts effectiveness.

Although good student actors are rare, students with good speech habits are not. Therefore, the type of program that capitalizes upon the good use of free, natural, conversational ability is best. There are four general types of these programs.

1. Radio interviews—football coach, musical director, notable students, etc.
2. Panel discussions and round table discussions.
3. News—(school) sports, education, music, general, and human interest.
4. Novelty programs—quiz, question-and-answer, spelling bees, Man on Street, and Information Please types.

Two examples of 15-minute programs are:

- (1) Instrumental trio, school news, interview of pupils with unusual hobbies, instrumental trio;
- (2) girls' glee club, school news, two question-and-answer teams competing, girls' glee club.

#### **Organization of the Production Group**

The following system for dividing the tasks involved in radio program production has been

used and found efficient, as long as some talented and responsible people are in each group. The group can be divided as follows, on the basis of student interest and ability:

1. Central Production Committee — edits scripts and casts shows.
2. Program Committee—scouts for program ideas, sends for published scripts when needed.
3. Music Committee—handles all musical features of the show.
4. Script Committee—organizes and writes materials given to them by Program Committee and Music committees, writes finished script.
5. Technical Committee—handles all technical production details including using any equipment not handled by studio staff.
6. Publicity Committee—publicizes programs in school and town papers elsewhere. (This committee could be eliminated or could hold membership jointly in one of the other committees.)

#### **Suggested Procedures**

1. If possible without sacrificing program quality, students should rotate from one committee to another at about six-week intervals so that each student gets as much experience with all phases as possible.
2. The committee must work together and under the direction of the club sponsor for at least two or three weeks before the set program date.
3. Three days before the set date, the students who are ready for the program have a rehearsal. During these three remaining days the following things are accomplished:
  - a. It is timed accurately.
  - b. Participants receive critical comments from entire group on all phases of production.
4. After each program a discussion should follow to point out the good and bad points.

#### **Conclusion**

This plan may seem long and difficult, but there are no shortcuts to success since it depends upon establishing a group with the ability to work hard and to sustain their interest, as well as on following sound procedures. Although time and effort are undeniably essential to success, when it is achieved, the rewards are many. For the student it is a means of self-expression and a means of learning co-operative group activity. For the school and community it is a means of improving mutual understanding. In many

#### **School Activities**

schools where these dividends have already become evident, the radio program is considered important enough to give the teacher in charge some class time for her activity. In the case of school radio programs it can surely be said that what is worth doing is worth doing well, but one can go even further and say, "It is not worth doing at all unless it is done well." A poor program is not only a waste of time, money, and effort of all concerned, but it often does just the opposite of what it should do, by creating ill-will for the school and the station. Yes, do it well, or not at all, but by all means, do it! Your local

broadcaster will be glad to help you put your school on the air, so you can find out for yourself the benefits which come from this activity when it is well done.

#### **Helpful Materials Easily Purchased**

Abott, Waldo, **Handbook of Broadcasting**, McGraw Hill, New York 1, N.Y.  
 Lowdermilk, R. R., **A Study of America's Town Meeting of the Air**, obtained from Ohio State University, Columbus, Ohio. 25 cents.  
 Rules of microphone technique can be obtained from the RCA Building, Radio City, New York.  
 Copies of programs produced by educational, church, and government organizations can generally be obtained by writing to the radio studio.  
 Educational Radio Script Exchange, U. S. Office of Education, Washington, D.C.  
 Scholastic Radio Guild, 250 E. 43rd St., New York, N.Y.  
 U. S. Department of Agriculture, Washington, D.C.

***Incoming students should not be intimidated by hazing or initiation. Big brother or sister idea promotes good orientation program.***

## **An Orientation Program for Secondary Schools**

**T**HE PROBLEM of "hazing" and "initiating" new students has long been a perplexing one in many secondary schools. A sound psychological approach to eliminating this and other undesirable practices is to substitute desirable activities for them. The program developed in the Coalinga, California, Junior High School<sup>1</sup> during the past few years is one which should prove of interest to other schools desirous of orienting entering classes in a positive, constructive way.

In this school the seventh graders, under the capable leadership of their adviser (and what successful school activity is *not* blessed with an effective leader?) have accepted as one of their projects that of planning a sixth grade visiting day each spring. The work begins in earnest shortly after the opening of school in the fall. Committees are organized, fund-raising campaigns planned to meet the nominal expenses of the culminating activity, and the details of the program worked out. A feeling of responsibility for the welfare of the future seventh graders is instilled in each member of the current class. A major undertaking is that of compiling, editing, and mimeographing a little booklet which is presented to each pupil guest on the visiting day. A recent edition of this booklet included the fol-

**ARTHUR C. HEARN**  
*Associate Professor of Education*  
*University of Oregon*  
*Eugene, Oregon*

lowing: a short message of welcome, the visiting day program in detail, names of seventh grade officers and committee chairmen, names of faculty members together with their class and activity assignments, information concerning report cards, hints on how to study, a detailed map of the school buildings and grounds, suggestions on pupil conduct, illustrated directions for opening lockers (past experience had demonstrated that a "combination" lock can be one of the most perplexing of problems!), and space for autographs. The booklet is simple and inexpensive, but very attractive, and serves as a fitting memento of an event long to be remembered.

The latest visiting day program lasted approximately two hours. It started with an assembly at which all sixth and seventh grade pupils and their teachers were present. Members of seventh grade music, dramatics, and physical education groups presented short numbers and acts to demonstrate the type of activities characteristic of these classes in the junior high school. Seventh grade faculty members were introduced, and each explained briefly the classes and activities for which he was responsible. A conducted tour, in which each seventh grader took

<sup>1</sup> Robert C. Titus, district superintendent; Mrs. Winifred Beatty, seventh grade adviser.



one or two visitors "under his wing," acquainted the incoming pupils with the intricacies of a campus-type school. The program was concluded with an informal "social" at which refreshments, financed by means of projects in which the seventh graders had engaged during the year, were served.

Each year this activity has been received with increasing enthusiasm by all concerned. Programs of this type are worthy of consideration by every institution which recognizes as one of its important functions that of assisting new pupils in making a wholesome transition from elementary to secondary school.

***Communistic forces take over a high school as demonstrated in a realistic assembly program.***

## **"From Dream to Reality?"**

(Jack and Bill are in Jack's bedroom studying for a literature test. The stage is set with bedroom furniture and decorated to look like a typical teen-ager's room.)

Jack: Okay! Who were the mothers of Elizabeth, Edward VI, and Mary Tudor?

Bill: Let's see. Elizabeth's mother was Ann Boleyn, Edward's mother was Catherine of Aragon, and Mary's mother was Jane Seymour.

Jack: Let's try again.

Bill: Elizabeth's mother was Mary Tudor, Edward's mother was Ann Boleyn, now where did Mary's mother get to?

Jack: Hold on! You're getting everything mixed up.

Bill: Oh, nuts! I give up!

Jack: Get's you down, doesn't it?

Bill: Let's not go to school tomorrow. I have an idea! Let's quit school.

Jack: Don't you think you're being kinda hasty, boy?

Bill: What's the future in going to school?

Jack: What's the future in quitting and giving up all hopes of getting ahead?

Bill: We can get jobs and really get a start by the time we would have graduated.

Jack: Well, drop around in the morning, and I'll think it over.

(Bill exits and Jack goes to bed. All the lights are put out and then the house lights go on again. Proceed with the usual assembly, Bible reading, prayer, begin pledge to the flag.)

Comrade Skavar: (Blows whistle at the back of the auditorium.) Everyone remain as they are ! !

(Soldiers charge in, covering all the exits, and escort the principal and music director to seats in the front row.)

**JOYCE RENTSCHLER**  
***Editor, Class of 1951***  
***Hamburg High School***  
***Hamburg, Pennsylvania***

Sergeant: (Over loud-speaker)—Comrades! Attention! Attention! The people's army has just won an important victory. All of the eastern seaboard has been overrun by the Communist forces! Everyone in this assembly is to be seated and remain seated until told what to do by the Comrade General Skavar of the Soviet Imperial Army.

(Comrade Skavar struts in, accompanied by his sergeant and Comrade Kolka.)

Comrade Skavar: Workers, and sons and daughters of workers, of the world, rejoice! Your chains are broken. Your school has been saved by your comrades from Russia. From this day forth we will all work together to further the cause of the people's party. You will be instructed in courses of study which can best meet the needs of the party.

The boys from 15 to 19 years old will go into military training. Seventh grade boys begin training for Atomic Science, eighth grade boys will be plumbers, ninth grade boys under 15 will begin training to be munitions workers. All girls in the seventh and eighth grades will become nurses; the ninth grade, doctors; tenth grade, teachers; eleventh grade, laboratory workers; and twelfth grade, textile workers.

Science and math from this day forth will be directed towards the study of Atomic principles to further the cause of the people's party. A daily class for the study of the Russian lan-

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guage is compulsory. All teachers of subjects dealing with the propagation of democracy or capitalism will be exiled to Siberia. All courses in the study of Democracy or Capitalism will be replaced by courses based on Marx's *Communist Manifesto*.

(Have a teacher of history or Problems of Democracy rebel or object.)

Teacher: I object. Karl Marx's *Communist Manifesto* is not a text to be studied in school, it is simply an economic philosophy which is bent on destroying our whole free-enterprise, capitalistic, economy here in America.

Comrade Skavar: (Signals to two soldiers; they seize him, take him out nearest exit, and a shot is heard off stage.)

Comrade Skavar: Mr. Price will be replaced by Comrade Lieutenant Kolka, a specially-trained educator from Moscow.

School will start at 6:00 a.m. and will continue until 6:00 p.m. There will be a fifteen-minute lunch period between 11:45 and 12:00. Classes will be one hour long and in the period between 4:00 and 6:00 there will be Communist cell meetings taking the place of all extra-curricular activities.

The following organizations will cease to exist as of today: the Athletic Association, Student Council, Literary Society, Debate Club, and the Varsity H Club. The National Honor Society will be replaced by the People's Gold Star Society. The *High Lights* will be censored by government officials before going to press. All officers of the remaining clubs will be Moscow-trained appointees. There will be no morning assemblies, but there will be pre-introductory services with a pledge to our guardian, Stalin.

All girls are compelled to wear brown jumpers and white blouses while the boys will wear black trousers and ties with white shirts. Shoes must be shined and clothing neatly pressed. During the fifteen-minute lunch period there will be no talking among students whatsoever, no one may leave the school, and all must remain in their assigned rooms. In passing from class to class, you will march in uniform order and two minutes are allowed for this passing. There will be no absences unless you have a certificate from the school doctors.

The punishment for violating the above rules and for being tardy for either school or classes will be six days labor with work details for the

first offense and ten days for each succeeding offense.

Weekly inspections will be conducted by Major Sashka, Commander of the Pennsylvania Soviet, during which a thorough check will be made concerning your co-operation with the people's party. Agitators and major offenders will be executed at his command.

Take over, Comrade Lieutenant Kolka!

(All the lights go out. Soldiers exit. Stage lights go on. Jack is still sitting on the bed looking rather stunned when Bill enters.)

Bill: Hey, hustle it up there, did you forget that we want to quit school and get jobs today?

Jack: I don't know—ah—that is—I had a dream last night and I've done some serious thinking.

Bill: What kind of dream was it?

Jack: It was the strangest thing, but I thought our school was taken over by Communists and our course of study regimented. All activities were dissolved and they even shot \_\_\_\_\_ (substitute your teacher's name.)

Bill: Don't tell me you're going to let a silly dream spoil your chances for . . .

Jack: That's just it. Are you sure we aren't spoiling our own chances quitting school? Quitting is the easiest way out. Think of what would have happened had our ancestors quit on us—our ancestors who suffered frost-bite, scurvy, rickets, malnutrition, and who were forever exposed to being scalped by the Indians.

Voice Number 1: (Over loud-speaker with appropriate background music.) You're right, Jack. Where would we be if they had quit? But they didn't. They came over in a small ship, the Mayflower. They built their homes and their church, planted their little farms, and had their town meeting to discuss their problems—the founding of a great country.

This handful of courageous patriots, unable to escape the dictates of a tyrannical king, fought for liberty and won it. A nation of three million people was founded—founded upon the principles of Thomas Jefferson: "Equal and exact justice to all men, freedom of religion, freedom of the press, freedom of person under the protection of the habeas corpus; and trial by juries impartially selected." This nation adopted its new constitution.

Boy's Voice: "We, the people of the United States, in order to form a more perfect union,

establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America."

Voice Number 1: Those oppressed, desolate—all came to America. Samuel Adams said, "Driven from every other corner of the earth, freedom of thought and the right of private judgment in matters of conscience direct their course to this happy country as their last asylum."

*"To America they come—*

*She of the open soul and open door,*

*With room about her hearth for all mankind."*

There was a time when the fate of the nation hung in balance—the Civil War. And then they reunited, and became a stronger union and country.

Monstrous caravans of covered wagons moved westward. They lived in sod houses on prairie farms; and in unpainted shacks in mining towns.

Still they came from foreign shores—immigrants who wanted to become Americans. A pure race? No, a race made up of the strength and courage and daring and culture of half a hundred races.

America became a world power. She helped her neighbors in the World War.

The Depression.

But through it all—one hundred and thirty million Americans were busy, rushing to work and to play. They earned money, and spent it freely. Gay, lighthearted; absorbed in the stock market. Enthused by a baseball game. The laborer in his modern home; the shepherd on his lonely ranch; the tourist in his cabin camp—Americans all—energetic and working, but always singing as they work.

(Turn off music.)

Bill: Hey, did you hear that?

Jack: Yes, and if too many kids feel the way you do, we'll just be inviting Communistic invasion and what opportunities will there be then?

Bill: But why is there greater opportunity as a result of our not quitting school?

Jack: Because of our form of government—a government set up by a group of educated men, not a bunch of dopes who quit school when

they were seventeen. Opportunity is based on the ideals put forth in our Declaration of Independence.

Bill: Oh, you mean that old thing that says all men are created equal?

Voice Number 2: (Over loud-speaker, with background music.) Yes, Bill, we hold these truths to be self-evident; that all men *are* created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

(Turn off background music.)

Bill: I thought I heard someone saying something about life, liberty, and the pursuit of happiness.

Jack: That's it. That's just what I've been trying to get across to you. Life, liberty, and the pursuit of happiness—they're ours if we're educated well enough to take advantage of them.

Bill: Life? Just what do you mean?

Voice Number 3: (Over loud-speaker with background music.) Life! In America, you can choose your life and live it as you wish. You need not follow in the footsteps of your father; neither do you need to take up work assigned by a leader of the government.

Life! Everyone's life is his own. You don't have to agree with every idea of a dictator in order to save it.

Life! It belongs to the individual in America!

(Turn off music.)

Jack: That's reason enough to want to be well-educated citizens, to keep our democratic form of government.

Bill: Ah! I believe we're both wacky. What do liberty and the pursuit of happiness have to do with my quitting school?

Voice Number 4: (Over loud-speaker with music.) Liberty! That is the bulwark of our democracy—the right and privilege for which our forefathers fought in 1776.

Liberty! Granted to us by our Constitution, which gives us the right to worship as we please; the right of free speech and free press; and the right to assemble peaceably and to petition the government for a redress of grievances.

It is our right to express our views, even though they be radical. In our schools, liberty in education is broadening. Our textbooks are not written by the government, nor are our teachers controlled or influenced by political leaders.

Justice Brandeis said, "Those who won our independence believed that freedom to think as you will and to speak as you think are means indispensable to the discovery and spread of political truths; that without free speech and assembly, discussion would be futile; that with them, discussion affords ordinarily adequate protection against the dissemination of noxious doctrines; that the greatest menace of freedom is an inert people; that public discussion is a political duty, and that this should be a fundamental principle of the American Government."

Liberty! It is our government-given right.

The pursuit of happiness! Where do you have as great a chance of happiness as in America? Our standard of living is the highest in the world, which means that we have the most comforts and luxuries of any other people.

Automobiles, radios, television, baseball, football, dancing, music, theater, movies! They are a part of our pursuit of happiness. And we take them for granted rather than being appreciative, and considering them as luxuries.

And the greatest happiness of all, which our government is striving to keep for us is peace—peace from Communistic invasion.

(Turn off music.)

Bill: I'm beginning to see now what you mean.

Jack: I'm glad you do. A Democracy is not for ignorant people, or for indolent people, or for people who want to be told what to do. For here we each have a responsibility to do our share in governing. But it is a government for free, educated, liberty-loving men; and America is a country that offers opportunity to people who deserve it and who are educated well enough to take advantage of it.

Bill: I was acting rather foolishly. Do you think that if we hurry we'll still be in time for school?

Jack: Now you're talking!

(Stage lights out. Flag in back, center of stage, with spotlight on it and fan furling it.)

Girl reading over loud-speaker, *Your Flag and My Flag* or some other suitable selection.

Girl singing *It's a Grand Old Flag, I Am an American*, or some other suitable patriotic song.

Entire assembly rise to pledge flag and sing the *Star Spangled Banner*.

## Homeroom Earning Can Get You Places

ANITA JENKINS

Teacher, East Greenville High School  
East Greenville, Pennsylvania

**M**ANY TIMES a student feels he is too busy with extra-curricular activities and social life in his free time to worry about earning class money. So you have a party, or dance, or maybe a picnic in the spring to use up the money in the treasury. A hard-working class might even have enough saved to present the school with a gift on Class Night. But how could each individual feel that he is going to be compensated for his efforts of "door to door peddling"?

How would a four-day all-expense-paid senior trip sound to you? Some students may never have heard of this being done before, but don't approach the thought with skepticism. It can be done and has been happening for many years in Matamoras High School in Pike County, Pennsylvania.

Your first thought will probably lead you to believe that something must be sacrificed for such a trip—no prom, no class picnic, no class gift. This time you can have your cake and eat it too—if each person is willing to work.

The answer to this delusion of grandeur lies in the building of a class treasury from first to twelfth grade. The earning power of children in the elementary grades will be limited to the few pennies brought as class dues each month, and bake sales which will require the help of parents. The junior and senior high school people continue bringing class dues, which increase to ten or more cents per month, and to this they add concessions along with any "money-making" scheme they can think of. Soda is usually sold at the informal dances and popsicles at baseball games. Basketball games bring workers from every class enticing spectators to enjoy candy, apples, popcorn, soda, nuts, hot dogs, and candy.

Throughout the year there are many ideas put into operation and emerging with an increase in the class treasuries. Here are a few ideas your school might try in addition to those already-mentioned concessions, or using the proceeds from the junior and senior plays, plus money earned by having informal dances; magazine campaign; raffles on various articles; selling flashbulb pictures of school events by an ama-

teur photographer in the class; candy concession (daily sale) reserved for seniors; sale of personalized stationery, Christmas cards, engraved pencils, pennants, school sweaters and tee-shirts, children's toys during the Christmas season, Christmas decorations, and senior yearbooks.

This year the graduating class found a surplus in their treasury. \$1,000 plus was expended for the class trip to Washington; it included accommodations for 22 students and two chaperones. The remaining funds were used to buy a class gift for the school and the left-over sum

was to be divided among the twenty-three members of the class. The class gift was a \$100 radio-victrola combination; of the remaining money that was divided each graduate got \$19. If a student does not go on the trip, he loses the amount that would have been spent on him.

The students do not earn money as individuals but as a group. No one receives direct compensation until he graduates. A memorable class trip proves to be worth all the energy and effort that goes into the years of working together.

***How can the subject of "Alcohol" be an acceptable topic for discussion in high school clubs?***

## **Coral Gables Four Hundred**

**A**LLIED YOUTH, a national organization of high school students whose aim is to educate to live without the use of alcohol, is a closely knit group representing all "strata" of our student body who meet regularly and have the time of their lives. The absence of alcohol as part of their good times seems to be purely coincidental. One might say their basic philosophy is "It's smart not to drink."

Formed four years ago at the request of our principal, who, with tongue in cheek, admitted its desirability but forecast strong chances of a glum future for the club, it has today become the largest and most active club on the campus. One of the crowning triumphs of our principal's administration is his choice of sponsor for Allied Youth—a tiny dynamo who *knew* the club would be successful. A minister's daughter with a penchant for doing unseen good, she formed the local Allied Youth on two main precepts; first, there was to be no preaching and second, the club had to be fun for its members. Our school now has an enrollment of 1,861 students of whom 400 are members of Allied Youth.

The only club on our campus besides the Y organizations that is non-elective, Allied Youth requires only a desire to join and a small fee and the member is in. Meetings are usually held in a local church that turns over its adequate recreation facilities to the club. Speakers who are prominent professional people of our town often address the club.

Music is performed by club members or often

**MRS. CHRIS STEERS**  
*Coral Gables High School*  
**Coral Gables, Florida**

by "imported artists." At almost every meeting the song leader is the Dean of the University School of Law and accompaniments are by our high school principal. The meetings always end with refreshments and square dancing. In fact, *allemande right* is almost synonymous with Allied Youth. If once in a while a speaker gets too long-winded, what if there is a little squirming? They'll soon be kicking their heels to the music of a band and caller.

Parents have given excellent backing to the club. Many open their homes, give swim parties, barbecues, etc. Some have written telling how grateful they are that their children are in AY, even though the parents themselves are "social drinkers." The manager of a local liquor package store encourages his daughter in her membership because he is so proud that the older brother, an AY member while in high school and now in college, still does not drink. Liquor is in the home and is the source of the family income but the father is grateful to this organization that his youngsters do not indulge.

Liquor interests, it is true, do not appeal in their advertising to the young. There is no high school *student of distinction*. Most students do not start as social drinkers but rather as show-offs or to detour solutions to problems they cannot cope with. We feel that the greatest single

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factor in our local club is its size—not a few zealots and do-gooders but rather a large segment of our student body living normally—setting the pace socially and swinging opinion to their way of thinking.

There is no negative approach to the “alcohol problem.” Rather a pattern of living is formed with alcohol not being a part. The “country club set,” the healthy middle class, and the less fortunate, economically, meet on a common basis and as time goes by find themselves living a satisfactory pattern that just naturally carries over into their twenty-four hour day pattern. Drinking has not been a problem at our high school functions since A.Y. became active. Our students get into scrapes, yes, but not those connected with drinking.

You might wonder if this is only a temporary status—that barbecues and square dancing are used as bait to get kids to become part of an organization they don't necessarily believe in.

Our club has existed long enough now to have quite a representation in colleges and jobs. With very few exceptions, they come back with stories of campus drinking they cannot condone—not because it is *evil* but rather because it is useless and inane. One of our alums, spending her Christmas vacation at home, was annoyed at the stupidity of some of the upperclassmen girls who had spent hours on their hair, make-up and gowns, getting ready for the homecoming dance, only to return hours later sans make-up, dignity and chic, and with definitely bleary unattractiveness. This girl and her date had a “divine” time

on snacks after the dance, stayed out as long, had more fun, and were able to retain that dreamy look.

Another, a boy in college, could not for the life of him see what “percentage” his senior roommate got from hitting the bottle. Perhaps tension release, perhaps “seniorities” but it all seemed rather futile to this boy. Exams were staring him in the face, too, but he was taking them in stride. Not a preachy attitude but rather a rationalization—and from an Ivy Leaguer.

Highlights of the club's year is the national convention held at Buck Hills Falls, Pennsylvania. Club funds make it possible for a large delegation to attend.

Plans are now in full stride to raise \$10,000 in our county for making a movie on Allied Youth for national distribution. Dr. Daniel Poling, founder of Allied Youth, made an appearance here to help the campaign. Movies of the Orange Bowl game and New Year's festivities were shown as part of the fund-raising campaign. They have now raised well over half the necessary amount. The film will be done on a professional scale and it is hoped that more clubs will be created.

We feel that what has been done in our high school can be done anywhere. An interested group plus a courageous sponsor and the rest falls into line with “cast the bread upon the waters” and it returns many fold in the satisfaction of seeing a group of juveniles leading regular high school careers full of the old nick but not of liquor.

***Practical educational and vocational guidance are important factors in the student's education.***

## **Student Participation in Career Day**

**T**HERE IS, perhaps, no more important objective of present-day education than the problem of setting up life situations for students. George W. Brackenridge High School, San Antonio, Texas, exercised this procedure in the organization and the administration of Career Day which was observed by more than 1,700 students.

The president of the student council and the president of the senior class were asked to serve on the city-wide planning committee which was composed of community group leaders, school

**JEANNINE TOEPPERWEIN**  
*President of Student Council*  
*George W. Brackenridge High School*  
*San Antonio, Texas*

administrators, and students. These two young people were present at every meeting of the planning committee and rendered invaluable service in presenting to the committee the point of view of the students in matters pertaining to such questions as: (1) What subjects should be discussed by lay speakers; (2) What requirements

should be set up for speakers; and (3) What information should the speaker present to the groups.

In addition, these representatives were instrumental in interpreting the objectives and general plans of Career Day to the student council who, in turn, served as an orientation committee for the entire school. Moreover, the council representatives were responsible for making the Career Day schedules for the members of their respective advisories.

Posters and news items advertising Career Day were cared for by students from the departments of art, commercial art, and journalism. Pictures of the day's activities were made by the School Annual photographers. Written communications to speakers as well as the typing of programs represented the efforts of the commer-

cial classes while the telephone communications were made by students from the public speaking department. The calls to appear on radio and television programs explaining Career Day were graciously accepted by the two students serving on the over-all committee.

The Purple Guard, representing the R.O.T.C., and the Purple Jackets, the girls' pep squad, were responsible for greeting speakers and escorting them to assigned rooms where other students introduced the speakers and led the round table discussions at the conclusion of the informal presentation by the guest speaker.

It was felt by the student body and faculty that a concrete evaluation of the experiment was needed. Again the student council rose to the situation, and formulated evaluation sheets for both students and teachers. The results of the evaluation as compiled by the council follow:

#### Student Evaluation of Career Day

	Yes	No
1. Did you receive any valuable occupational information?	1279	40
2. Generally speaking, did the speakers present a balanced picture of the occupation they represented?	1232	87
3. After listening to the speakers, have you decided to change your vocational plans?	233	1086
4. Did the Career Day discussions help clarify your vocational plans?	1099	220
5. Did the training requirements presented by the speakers influence your choice of subjects for next semester?	710	605
6. Since Career Day discussions, do you feel you should study harder in preparation for your vocation?	1189	126
7. Do you feel that Career Day was worthwhile?	1290	29
8. Should Career Day be repeated?	1285	30
9. If so, at what grade level or levels?	9 481 10 595 11 739 12 736 All 143	
10. In your opinion, should your Career Day Schedules be made for you (1) by your Student Council Representative, (2) by you in your advisory period?	1 483	2 876

#### Faculty Evaluation of Career Day

	Yes	No	Ques.	No Ans.
1. Did Career Day serve to enrich the guidance program in Brackenridge?	59	0	1	1
2. In your opinion, were the Activities of Career Day carefully and sufficiently planned?	33	4	4	0
3. Do you feel that the school and community relationship was improved by Career Day?	58	0	1	2
4. Was Career Day of sufficient value to the students to compensate for the loss of time from regular classes?	60	1 (in many cases)		
5. Should Career Day be repeated?	60	0	0	1
6. If so, at what grade levels?	9 6 10 6 11 17 12 14 All 39			

(Continued on Page 170)

# ASSEMBLY PROGRAMS

## for February

February—the second lap of the 1952 marathon—is about to begin, and from our mental book shelves we attempt to dust off the volume called “Assemblies for February.” It is the traditional month to present at least one inspirational brotherhood or patriotic assembly; however, it is a bit of a task to find a new slant each year which helps to keep alive those principles so important now to a generation who has lived at least half their lives in war, the wake of war, or the promise of war.

The assembly ideas which follow are, as usual, student-produced and student-executed assemblies. The Patriotic Assembly suggested is not particularly novel or sensational. It is presented here because it has been found to be simple and effective, but perhaps even more important—it lends itself to all-student participation.

### THE CONTEST ASSEMBLY

If the social studies department, the English department, or the student council is slated to sponsor at least one assembly during the year—this one might well be “it.” The contest assembly for February is one which, with clever publicity, can be fun for the entire student body. It is a flexible idea, and one which involves neither size nor facilities as factors contributing to its success.

First, the committee in charge of this assembly selects a subject or subjects which revolve around a brotherhood or patriotic idea. (“What America Means to Me” or “Peace Through Freedom” are two which have been used.) The titles are then presented to the teachers involved or to the students directly. If it is sensed that in giving the subject as an assignment in essay writing in the English or social studies class the students will find the contest tedious, then it is suggested that it might be offered to the entire student body as a volunteer assignment. This is best done by students who are either sponsors (as student council), or by other enthusiastic supporters of the idea in a previous assembly or in home rooms. Criteria (as to dead-line, number of words, judging points, etc.) must be set up and specifically outlined for the contestants. A good way to do this is to have the criteria mimeographed and handed out in homeroom by students who enthusiastically endorse the contest. Posters advertising the contest can be hung on

**CAROLYN LILLIBRIDGE**  
*Shorewood High School*  
*Shorewood, Wisconsin*

various bulletin boards to advertise the contest further.

Each school will find the way which suits it best in presenting the idea, as well as setting up the contest. One winner from each grade might be selected, or if two subjects are used, three winners for each subject. Another idea is to have a different title used for underclassmen. Perhaps the contest idea could be “sold” to a Woman’s Club, or to a Rotary or Kiwanis group which would be happy to offer prizes to the winners.

The committee of judges can be either teachers or teachers-students. After all papers have been judged, the winners are helped by the speech instructor in delivery, and thus a program comes about which interests all members of a student body. Additions to this program might be invitations to exchange students or teachers in your school or near-by school to speak also, on a subject which they choose.

The contest assembly can be carried even further. If your school does not have a school flag or a school hymn, this is an ideal time to include these features in the contest. If the dead-line can correspond to the essay dead-line both the flag and the hymn can be presented for the first time at the contest assembly. (Art instructors and music teachers are willing judges!) To make dramatic use of the flag and hymn, it is suggested that the pledge to the American flag is given first, followed by the school’s creed as the new flag is presented. At the close of the programs the hymn can be played and sung by the choir or chorus with the student body standing to join in.

It is believed this type program should be completely student presented from the time the student council president, or some other student, presents the assembly to its close. Appropriate patriotic music could be either played or “piped in” as the student body takes their assembly seats. Whoever introduces the assembly can introduce each winning contestant and guide the student body in the pledge to the flag and the closing song.

### THEME FOR A COURTESY ASSEMBLY

The Patriotic Assembly, the Pep Assembly, and the Christmas Assembly are traditional in most schools. Some schools are coming to regard the Courtesy Assembly just as important.

Learning to live together plays a big part in school and after school life, and a "refresher course" is often all that is needed to stimulate thoughtfulness and consideration for the other fellow on the "all student level."

We have found that a student-presented courtesy assembly is an effective means to this end.

The ideas stressed in such an assembly must not be presented in high-flown terms. Rather, the stress must be on the specific—the problems peculiar to each individual school.

The courtesy campaign in our school is run by an organization known as the Social Chairmen, and begins with the assembly program. One idea for a theme follows:

1. An elephant, by name Penny Pachyderm, introduces the assembly. Two boys, concealed in a reasonable facsimile of an elephant's costume, sit on a platform in the orchestra pit or on the apron of the stage surveying the student body as assembly seats are taken. After house lights dim and the elephant is in the beam or spotlight, Penny Pachyderm explains the courtesy campaign in "elephantine-like" language using the theme, "An elephant never forgets—how about you?" At the end of this introduction to the assembly, Penny turns and lumbers from the platform to behind stage. On her short tail hangs a bow-tied sign printed in bright lettering, DON'T SHOVE!

(A large papier-mache Penny Pachyderm was made for our assembly by the students and placed in the main hall after the assembly to begin the year's campaign with Penny's theme on a large sign at her feet—"PENNY PACHYDERM NEVER FORGETS TO BE COURTEOUS—HOW ABOUT YOU?" This device had great appeal to both junior and senior high school levels.)

2. The curtain on the Courtesy Assembly opens on two platforms on either side of the stage. On one platform stands an angel, in flowing white gown, and on the other platform stands the devil complete with horns and tail. The devil can be costumed in coveralls dyed red, and if lighting is available, it will enhance the appearance of both characters. Both the devil and angel remain on these platforms during the entire program.

As the curtain opens the devil is talking to the angel. He is quite perturbed by what Penny Pachyderm has said, and makes it clear that courtesy is nothing but "tommy-rot," sissified nonsense, etc. He suggests making a wager

with the angel that courtesy does not pay. The angel refuses to wager, but consents to an experiment to show that courtesy isn't forced politeness, as the devil claims.

The experiment revolves around a well-liked student named Bob, who is going to be followed for one day by the angel and the devil. The scenes selected are those which the script writing group and adviser feel are weak courtesy spots in school. Any number could be used, and certainly those used will differ somewhat in each school. Our students chose these: Bob asking a girl for a date; Bob and students on a bus; Bob and classmates in the cafeteria; and Bob and friends at a school dance. In each scene the devil attempts to prod Bob into doing the discourteous thing—sometimes with disastrous results. The angel, on the other hand, becomes an understanding friend, and gradually Bob comes to know that courtesy is not just for dress-up occasions, but rather, common-sense consideration for the other fellow. Through her encouragement he also learns how to control his own personal difficulty—a temper. The character "Bob" is written not as an incorrigible fellow, but rather as a regular fellow who sometimes forgets to be courteous.

Except for an occasional chair or table, no other props are necessary. The bus scene, for

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example, was done with two rows of chairs placed on the diagonal. Both bus steps and bus straps were imagined in clever pantomime. The bus driver, in a chair at the head of the group, held an unattached steering wheel as his only prop. This heightened the humor of the scene.

At the end of the scenes presented the devil leaves—frustrated—tail dragging, while Bob finds himself a happier person knowing that consideration for the other fellow really works.

Not only did this assembly set off our courtesy campaign with great enthusiasm, there was also a decided follow-through noted the rest of the semester by social chairmen, faculty, and students alike.

#### THEME FOR A BACKGROUND PROGRAM

Many high schools attempt at least one play of literary merit each year. The time for these often falls early in the second semester before plans for the senior class play begin, but whenever it is planned on the school calendar, the Background Program can be used to advantage. For whether the play be *Disraeli*, *Pygmalion*, or *Quality Street*, to mention a few—the aspect of junior high level understanding and appreciation presents a problem. If the junior high is located in the same building with senior high the plays are usually open to all. Since good audience reaction involves understanding before apprecia-

tion, it is often difficult for many twelve-to-fourteen-year-olds to enjoy a play of this type.

However, one way which may accomplish this purpose has been found. The Background Program is slated to be presented for seventh, eighth, and ninth graders (often for upperclassmen as well). The program offers not only a background for understanding the play, but also an excellent opportunity for a speech, writing, or drama class to write and produce an assembly.

Since the purpose of the background program is to provide a better understanding of the play, the playwright, and the times enveloping the play—human interest material is especially useful to keep in mind when beginning to gather research material.

A simple and active theme appeals to youngsters, and an example of one used for Sir James Barrie's *Quality Street* follows in skeleton form:

1. Left stage in a rocking chair sits an old man reading the school paper as the students enter the auditorium. When the assembly begins he peers over the top of his specs, sees the students, and proceeds to inform them casually that he has just read in the paper that *Quality Street* is going to be given. He tells them how he remembers pulling the curtain in Toledo, Ohio, when Maude Adams played the leading role in 1910. He continues in this manner to give a



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background of interesting events and incidents concerning Barrie and his plays.

2. Grandpa suddenly hears a racket, and sensing it is his young grandson working on one of his inventions, decides to take a walk to get away from the noise. A light appears right stage where a boy is seen working on his "time machine." Two of his friends rush in to see his invention, and after some difficulty and clash in deciding which period they want most to visit, they chance on the period of **Quality Street** since it is a mutual and timely interest.

3. After spinning the dial (background noises), the time machine goes back to various scenes. Suggestions are: an absent-minded professor lecturing to his class on the Napoleonic Wars. (Since this was part of the background for the play); the home of a girl living in 1815 (if indoor setting is not used, an outdoor setting is possible); George Bernard Shaw, John Galsworthy, and James Barrie having their photographs taken; Barrie and his mother. This humorous scene is taken from Barrie's book, **Margaret Ogilvy**, and shows how his mother pretended not to like Stevenson's work, always claiming her son, James, the better writer, but how she secretly read and enjoyed **Treasure Island**; and another scene might take us to a rehearsal of **Peter Pan**, using the scene where Wendy awakes to find Peter Pan in her room. Between each scene we switch back to the time machine where the boys lead into the next scene by comments on the scene they have seen and spinning the dial to the next scene.

4. The time machine at the conclusion does not work. The boy inventor is sure no one will ever believe him, but all three boys finally decide that if they see the play given at school they can check on the accuracy of the machine. Besides, they are sure Mr. Bailey, their physics instructor, can help them patch it up again. They leave talking about the play they are to see.

The time machine—a glorified orange crate containing everything from Christmas tree lights, to a siren, to an egg beater—was engineered by several boys who said it was a "fan" (the most recent expression for wonderful) to rig it.

While many schools will not be doing such a play this year, the device can be used in ways other than as a background for a play. Several suggestions follow: The time machine might be used as the theme for a social-studies-sponsored assembly taking the audience to important events in European or American history. The music department can use it to show incidents in the lives of composers of different periods. Still another way in which the time machine can function is in the mathematics-sponsored assembly which highlights scenes from the beginning of mathematics to the present day.

It has been our experience that an assembly must be strung together with a device which is both workable and appealing. The themes for the assemblies mentioned here met with a great deal of success when presented before both junior and senior high audiences. It is hoped that you, too, will find them worthwhile.

## More Assembly Programs for February

Ice and snow do not slacken school activities during February. Assemblies must fulfill and attain higher standards. The audience has gained knowledge and advanced in listening skills.

The Romans believed February to be the month of purification and Longfellow wrote in "The Poet's Calendar":

"By me all things unclear are purified  
By me, the souls of men washed white again."

In order to attain a higher standard of performance, the ninth grade students of Emerson devised the following score card for rating assemblies:

1. Audience response—50 points
2. Educational value—15 points
3. Entertainment value—10 points
4. Public speaking rules—10 points
5. Organization: includes tempo, and balance—15 points.

Points are deducted from 100 and ratings

**UNA LEE VOIGT**  
**Emerson Junior High School**  
**Enid, Oklahoma**

made according to national grading scale.

February's calendar is marked with special days. In many states, birthdays of noted men are holidays but only Washington's is celebrated nationally and Edison's internationally. Lincoln's memory is honored officially and informally in a large number. Birthdays suggest the theme for any department.

James Russell Lowell, Henry Wadsworth Longfellow, and Sidney Lanier are famous Americans whose contributions merit presentations. "The Courtin'" and "Evangeline" are adaptable for programs.

Dramatized scenes from "Tale of Two Cities" will emphasize the birthday of Charles Dickens. Charles Lamb and John Ruskin have written

stories easily adaptable. Simplicity should be the key-note.

An old tradition tells of Ground-hog Day as the second of February. The science classes can present other superstitions about the weather and emphasize the ones based on scientific facts.

#### **VALENTINE ASSEMBLY** Guidance Department

The King and Queen of Hearts preside over this assembly. The throne is arranged up-stage. The court jester acts as emcee.

The program is the "Court of the Knights and Ladies of Valentine Land." The first number is the grand march. A simple step of a promenade is used.

The second number is "Court Entertainment" consisting of dramatic stunts and stunts or talks by students. Presentation of speech tournament winners and stunts from the physical education class are enjoyable.

"Music for the King" is the third part. Vocal and instrumental numbers are introduced. Love songs, modern and old, are included.

Certain members of the Court are called for having broken the laws of Valentine Land. The King gives decisions on cases involving the Ladies, while the Queen rules on cases concerning the Knights. Selection of well-known Knights and Ladies combined with well-planned accusations insure success.

The prosecutor calls out the law-breakers and names the offense. Charges vary as being hard-hearted, a lady-killer, or a heart-breaker. The defendant may answer if he desires but the King and Queen rule supreme.

#### **EDISON ASSEMBLY** Science or History Department

Thomas A. Edison belongs to the world. His genius is universally recognized. "Edison is perhaps the only American whose birthday is observed annually in many foreign countries." The quotation is taken from a pamphlet from the Edison's Birthday Committee, 10 Downing Street, New York 14, New York. Additional material may be obtained at request.

A brief biography will furnish materials for script-writing. Dramatizing "The Boy Who Asked Questions" and showing how Edison was taught by his mother will inspire any audience. "We

learn a great deal from others' failures" was one of his favorite sayings. Science classes have opportunity to tell and show some of Edison's thousands of inventions.

#### **LINCOLN ASSEMBLY**

"Abe Lincoln Grows Up," by Carl Sandburg, has given inspiration for assemblies.

"People Who Knew Abe" appear on the stage and tell incidents in his life. Songs and dances that Lincoln liked are: "Skip to My Lou," "Pop Goes the Weasel," and "Weevily Wheat." High school students enjoy presenting any of these.

Another suggestion is the character portrayal of "Women Who Influenced Lincoln:" Ann Rutledge, his sweetheart; Nancy Hanks, his mother; Sarah Lincoln, his other mother and Mary Todd Lincoln, his wife. Herman Clark has written a lovely monologue. The lines are spoken by Mary Lincoln. It is very effective when given in costume.

#### **AMERICAN BROTHERHOOD ASSEMBLY** February 17-24, Brotherhood Week

In accepting the Honorary Chairmanship of American Brotherhood Week, President Harry S. Truman said, "We cannot hope to commend brotherhood abroad unless we practice it at home."

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A bibliography of available material for junior and senior high school assemblies is distributed by The National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Trio teams annually visit the schools previous to Brotherhood Week. These persons assist school committees in securing speakers.

In some cities, essays and speech contests on "Brotherhood" are sponsored by civic organizations. Pupil activity in expression of thought is encouraged.

Under the guidance of Mrs. Anna Mary Ridgway, a ninth grade class at Emerson studied family traditions and backgrounds. Then they wrote of the contributions that these Americans had made to democracy. A summary of the unit was presented as a radio program on the local radio station. Their activity formed the nucleus for an assembly.

"Americans All" is a program suggested. Pupils who have gone to school or lived in foreign lands can tell through interviews how they lived. The outstanding number is a dramatization of how a person can become a naturalized citizen.

If the audience has superior manners, the program may be closed with a brief speech by a naturalized citizen.

#### WASHINGTON ASSEMBLY Vocational Department

Washington's birthday was 220 years ago but his diaries are found in Columbia University, Library of Congress, Detroit Library, and Mount Vernon. The books are protected by cases but microfilm is available for public exhibition and use.

In Washington's diaries are comments about crops, weather, and the record of agricultural activities. Washington's success as a farmer of 8000 acres is not a well-known fact in the story of his life.

This assembly may also emphasize George Washington's "Rules of Civility." Although two centuries old, they are interesting rules of behavior for all Americans.

1. In the presence of others sing not to yourself with a humming voice, nor drum with your fingers or feet.

2. Every action in company ought to be with some sign of respect for those present.

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3. Speak not when others speak. Sit not when others stand, and walk not when others stop.

4. Turn not your back to others especially in speaking; jog not the table or desk on which another reads or writes; lean not on anyone.

5. Show not yourself glad at the misfortune of another, though he were your enemy.

6. When a man does all he can, though it succeeds not well, blame not him that he did it.

7. Wherein you reprove another be blameless yourself, for example is more prevalent than precept.

8. Be not hasty to believe flying reports to the disparagement of anyone.

9. Play not the peacock, looking everywhere about you to see if you be well decked, if your shoes fit well, if your stockings set neatly and clothes handsomely.

10. Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.

11. Utter not base and frivolous things amongst grown and learned men, nor very difficult questions or subjects amongst the ignorant, nor things hard to be believed.

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## Hotel CONTINENTAL

ELEVENTH AT BALTIMORE

# News Notes and Comments

The December number of the **Kansas High School Activities Journal** announces the exemption of high schools and elementary schools from payment of Federal tax on admissions as provided by the Federal Revenue Act of 1951, but it warns schools not to proceed without making a careful study of the act and all of its provisions.

For nearly 50 years, the people of Mount Pleasant, Iowa, have said "Let the Students Do It" with regard to the commencement program, according to Supt. C. A. Cottrell in the November number of **Midland Schools**. His article tells how his graduates perform at graduation time.



"Safety Sammy" (shown above) is a project of the student council of the Tucson Senior High School, Tucson, Arizona.

"Youth Considers Its Problems" is the theme of the annual convention of the Illinois Association of Student Councils, which will be held at Peoria on April 25-26. G. C. Blacker is host-school adviser for this convention.

"Talent and audience alike must be satisfied with assembly results" says Catherine H. Braun in "Servicing Assemblies" in the October number of **Illinois Education**.

Dr. Lloyd H. King, superintendent of schools at Drake, North Dakota, acknowledges that school carnivals are the line of least resistance, then proceeds to evaluate them in the November number of the **NEA Journal**.

Clarence W. Hatch, in the December number of **Scholastic Editor**, calls journalism the "Most Valuable Course in Your School." He speaks as the new president of NAJD.

"Assembly in the Round," by Anna Brochick and Robert Thomas, in the October number of **The Journal of Education**, presents an entirely new idea for school assemblies.

One of the most outstanding committees in the Oklahoma City High School Student Council is the Assembly Committee. In no other group do students get better practical experience and give more service to the school. At the beginning of the year, the student committee meets with the faculty committee to set up a schedule of assemblies for the coming year. Requests from organizations and suggestions from the group determine the schedule. The group considers carefully the objectives of assemblies and does its best to balance the assembly diet.—**Student Life**

"Selecting Plays for Production," by Ruth Stokesberry, in the November number of **The English Journal** answers questions often raised by teachers.

## A Hero Plus

Boys crave interest, attention, faith, respect, and esteem from their coach. Ideally the coach must be something of a psychologist, a good judge of human nature, and must like to work with young people. He must be able to take advantage of his many opportunities to develop good citizenship characteristics as a basic training for the future.—Arch Steel in **The Journal of Education**.

## STUDENT PARTICIPATION IN CAREER DAY

(Continued from Page 162)

There is little doubt that the rich experience of co-operative planning, group organization, and individual participation served as worthwhile avenues of real life activities. Also the suggestions for obtaining speakers. The constructive criticisms for the improvement of Career Day, plus the timely observations for the extension of school-community relationships prove that students can and do have the ability and the will for a high degree of cooperative achievement.

### The Basketball Official

Fred Russell in his sports column in the *Nashville Banner* quotes an account written by Harry Kiehn, editor of the *Lamberton, Minnesota, News* after a conversation with a gentleman who had just seen his first basketball game.

"I didn't have the opportunity to play basketball when I was a kid, so I don't know anything about the game. But the other night I bought a ticket and went. Well, a bunch of the boys came out and two men with shirts like a zebra came out with them. They stood and talked in the center of the floor and then the zebra shirt guy gave them a ball and all the boys dashed to one end of the hall and tried to throw the ball in a contraption that looked like a landing net. They finally got it in all right, but it fell right through, so they dashed to the other end and they couldn't make the ball stay in that one either. So they kept running from one end to the other and the guy in the zebra shirt would run after them. When he couldn't keep up with them, he'd blow a whistle and the boys would wait for him to catch up. Then one boy would hold up his hand like I used to do when I knew the answers. Mr. Zebra Shirt would point to the ceiling and the boys would start running again. When the boys left the floor I figured everything was over. Nobody told me that was half the game, otherwise I wouldn't have walked out."

Mr. Russell makes only one comment: "Now there's an angle I have overlooked . . . when the official couldn't keep up with the players, he'd blow a whistle."—*The Tennessee Secondary School Athletic Association News*

- The test of courage comes when we are in the minority; the test of tolerance comes when we are in the majority.

## The Informal Curriculum

The old textbook description of the derivation of the word "curriculum" stressed its Latin use to describe a race track. Its continued use to describe the activities which are carried on in American high schools is at times quite appropriate. Most of our school day is likely to be spent in a highly competitive race to cover text materials before the bell rings. Nor does the mad race stop with the bell but is continued in our corridors until the ringing of another bell when it is returned to the walls of the classroom.

There are a number of activities once loosely described as extra-curricular and later as co-curricular which seem to have in common a lack of concern with covering pages of material or the competition of one student with another for marks. In recent years these activities have been recognized by some as quite important in the program of the school. They are most adequately described as *the informal curriculum*. Informality in school activity was once considered akin to anarchy in government. Life was a serious business and must be efficiently run. Times have changed and the field of mental hygiene has showed us the false efficiency of the tensions of our society and of our schools.—Editorial in *The High School Journal*.

- Provide those situations which call the active virtues of citizenship into play, and make that exercise satisfactory.—*Thorndike*

### Democracy

"It is not a set of dogmas that wins acceptance through repetition and recommendation. It is a way of life, a method of doing things together, which, like religion and love, must be experienced to be understood and valued. The English-speaking peoples learned democracy by practicing it.—*William E. Utterback*

The Michigan Education Association has sent a warning to schools in that state regarding sales tax and use tax on class rings and pins, commencement announcements, sweaters, athletic equipment, and similar items sold to students by classes and other student organizations.

"Program Sources for Pan American Day" is a folder of materials for use on April 14—Pan American Day. It is available from The Pan American Union, Washington 6, D.C.

### School Activities



# How We Do It

---

## HONORING OUR PRINCIPAL

Of all the activities of the last school year, one of the most outstanding was the occasion when we honored our principal.

For many years this teacher and principal had devoted her services, her whole life, to the work and the activities of our school. She had fought through the years for what she thought was right, what was good and wholesome for the students, for what was really the best for the students.

When it comes down to the facts, the students really have deeper feelings in their hearts than they sometimes openly express. This fact was proved within our own school about a week before Christmas.

Some of the students suggested that we have a day set aside on which to honor our principal. The suggestion was presented to the student body without her knowing it. The entire student body appeared to be in favor. They seemed to realize in their own way what she really meant to us and to those who had gone on before us.

It was decided that a program in her honor should be given on her day. This program was to be made up and presented by the students. (The whole idea you must keep in mind was a total surprise to her.)

The big day came. On the stage was a lovely little Christmas tree with all her presents from the students and classes under it. The school orchestra played several numbers while the pupils gathered for the program. There were vocal numbers by the students given in her honor and dedicated to her. There were talks given by student body representatives. A talk was given by one of the teachers who was an alumnus of the school. Telegrams were read from several different people who were remembering her on her day. The president of the Parent-Teacher Association made a talk and presented her with a gift. All participants on the program told in their own way what she meant to the school and to us.

The expression on her face during the course of the day was worth all the effort anyone had put forth. It was an expression not of pride or of her own accomplishments, but rather one of humility and thanks. It was not the gifts; it was the thought that the students really appreciated her and were showing their love and devotion for her.

This seemed to awaken just about every stu-

dent in school to the realization of the things their teachers and principal were trying to do for them. It brought closer ties between the students and faculty members.—Annalene Brown, Student, Central High School, Helena, Arkansas

## SHARING

It all started with a speech by a very dynamic and clever little lady named Gita Sereny who aroused our sympathies for the unfortunate students in European schools to such an extent that any one of us would willingly have given them the clothes off our backs and more. Then very casually and subtly, she threw in a hint of how some schools in the United States had "adopted" European schools, and were supplying them with food, clothing, and almost anything they needed to keep them in operation.

The reaction was immediate and overwhelming. The students clamored to give to these needy schools. However, wise advisers knew it would be a tremendous task to do the job well, and they were very well acquainted with teenagers' fluctuating enthusiasm. And so, with these obstacles in mind, the students were put off repeatedly from taking any actual action.

It was too much of a good thing for Central High School to pass up, and the more they were put off, the more solid became their resolution to help these European students.

The faculty advisers soon realized that this wasn't just another "fly-by-night" fancy; it had become almost an obsession with the students to do their part in world-wide reconstruction. The consent was given and the project was begun.

Letters were addressed to several European embassies in Washington, D.C., inquiring about the condition of the schools in their countries and the need for a project of this type.

Most of the embassies of the western European countries answered that their chief need was for textbooks, but Centralites wanted to do more than send books. They wanted to send food and clothing to the people who were in really desperate need of them. Austria seemed to be the answer.

After months of writing letters to distant places, two teachers' training schools in Vienna, one for men and the other for women, were formally adopted. The "adoption" was announced to the student bodies of the schools by the Austro-American Society in Vienna, and we learned later through letters of the great cele-

bration and rejoicing that accompanied the announcement in the schools.

Now the campaign had to have something concrete to go on. Since CARE boxes had been decided upon as the most practical way of sending our gifts, we had to have some money so the shipments could be officially ordered.

In the month of May, in 1947, "Adopted Schools Week" was held to raise money for the first shipment of boxes. The goal was set at \$400. The plan was to send ten CARE boxes to each school every month. That would amount to \$200 a month and the remaining \$200 was to be used for the boxes in September when the school would be too busy with the new term to have an added worry on its list.

Systematic collections were taken up in every homeroom. Contribution blanks were scattered throughout the school and a dance was given at the end of the week and all the proceeds were to be added to the fund. The results were far above the original expectations. In fact, the total was over \$600, \$200 above the original goal. Due to this amazing response, twice as many boxes were sent during the month of June as had been planned and the advisers breathed a sigh of relief and pride in the Central High student body.

Before school closed in June many letters were received from the Austrian schools asking for letters from our students. Consequently, an exchange of news and ideas, which in itself is an excellent morale-builder, began. At the present time there are many Central students writing regularly to Austrian boys and girls.

When September came advisers again crossed their fingers, hoping that the enthusiasm had not died through the months of vacation, and again they could relax their fears for the vigorous spirit of charity and neighborliness for the Austrian students had lost none of its zest.

Letters, school papers, and magazines constitute a large portion of the truly friendly feeling between the schools, and it would seem from the Austrian letters that mail is appreciated almost more than the food which accompanies them.

Regular contributions have continued to come in through a system of weekly collections in the homerooms and this money alone is what keeps the project going.

We feel that we have not only adopted a school, but we have opened a whole world of understanding and friendly interest between individuals and schools as a whole who are separated by thousands of miles of tense countries. We have torn down the curtain of suspicion, a task which the entire world is trying to accomplish.—Pegge Zufelt, Central High School, Sheboygan, Wisconsin

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Edgewood High School, near Pittsburgh, Pennsylvania, carries out a unique idea which improves many phases of school and community life. Mrs. Leighton Campbell, who teaches speech and social studies, runs a **Speech Consulting Service**. This service provides a time for the student to get help with any type of speaking assignment which confronts him. If he is asked to make an announcement, to conduct a club meeting or a group discussion, to make a classroom report, to read aloud poetry or prose, or to make a talk to a community group such as the Boy Scouts or a Sunday School class, he may go to Mrs. Campbell for individual help.



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Here he learns to arrange the material in a clear and interesting way. In the oral practice periods he receives helpful pointers on his voice, diction and bodily movement. If he needs to know how to conduct a meeting, or what the procedures are for conducting a group discussion, Mrs. Campbell helps him find the information.

The **Speech Consulting Service** is scheduled at a time when it is available to all students. At Edgewood this is the hour before classes begin, but it could also be done during the activities period or after school. Students are not required to go to the speech coach, but the service has become so popular that few fail to take advantage of it. The improvement in the quality of speaking throughout the school is evident to students and faculty alike.—Norma J. Reno, Former Supervisor of Practice Teachers in Speech for the University of Pittsburgh, Pittsburgh, Pennsylvania

#### AMBITIOUS MODERNS

Modern dancing is fun, as the students of Modesto High School have discovered. Through this course, which is taught several different periods during the day instead of the regular physical education, unrecognized talent has been brought to light, along with many new and exciting student activities. To the students who are more interested in art than sports, this course offers an intriguing experience. The dance concert, which is held annually, is about all that is known to the public of modern dancing in the High School, but actually, the greater part of the year is spent in class, learning something of the fundamentals. This subject is really another opportunity for a student to develop her creative ability.

Unlike ballet, modern dancing is composed of the movements signifying actions of the life surrounding us each day. Motions are taken from all phases of living and, modified, become the themes of many dances. Here, one sees the ordinary task turn into a fascinating scene of representative movements, lending to the spectator a sense of relation to the dance, and not a fairy-tale atmosphere as is felt toward ballet. At the beginning of the course, this point is, I think, the most emphasized.

As the dance period progresses, after warm-up exercises have been struggled through, each individual or group is assigned a project, which may be to compose steps to a specified rhythm, forming the idea or pattern the music suggests. After each group has nearly perfected its idea, a presentation is given in front of the class to demonstrate the difference in impressions. Nursery rhymes are often presented, not in panto-

mime, but to the beat or tempo of the word flow. For each time group an appropriate gesture is made until, through this procedure, the dance is formed.

In the past semester, the dance classes have been very involved in their newest and perhaps biggest project, preparing the program of the Dance Concert, to be held May 19, and presented to the public. This modern art often passes unrecognized in value, but like a painting or a composition, the dance contains a plot, and sometimes even a moral. The concert is very near, as you may see from the hustle and bustle of activity and hard work continuing constantly in the girls' gymnasium. The subjects of the dances vary from the oriental to the modernistic themes. One group has composed a dance giving the mechanism of a factory in synchronized movements, while another plans to present "Dry Bones," a Negro spiritual, having the setting of tombstones.

One class has chosen a theme, "Around the World," which influences every dance they compose. From this comes the "African Snake Dance," "In a Persian Garden," a modernized European Folk Dance, and "The Awakening of China." The two dances from the Western Hemisphere will be "The North American Street Scene," and "South American Interlude."

The remaining dances range over a field of different subjects. The Indian Tribal Dance, a vestige of America's young days, is a contrast to the brilliant "Coney Island in the Twenties." The Modesto Junior College also will contribute to the concert its presentations, "Cowboys," and the "Entrance of the Little Fawns." After a humorous "Martins and Coys," the program will close with a bit more serious, "Struggle," a battle between two minority groups and democracy.

The outstanding fact about this program is that it is prepared almost wholly by the students themselves with self-made costumes, and settings they have designed, having the least possible supervision. All of the dances are created by their participants, or one of them, and organizations completely in the hands of the performers.

The year of dancing is so full of activity and interests that very seldom do students fail to enjoy it. This is just a brief glimpse of the energy shown by the ambitious moderns of Modesto High.—Phyllis Andrews, Modesto, California

#### RED LETTER DAYS FOR (THE MONTH)

A series of Red Letter Days pamphlets by Nellie Zetta Thompson is published by Marketing Research Services, Inc., 2300 Connecticut Ave., Washington 8, D.C. These booklets supply ideas, plans, and scripts for use in schools of all sizes.

## A NEW KIND OF STUDENT COMMITTEE

When the Ketterlinus High School Student Council was first organized, many of the students and teachers were skeptical about the value of an expansion committee as one of the council's standing agencies. The officers were severely criticized by some people for having this "dead wood" committee on a council which in other respects was considered by those people as being very efficiently organized. But despite this disapproval the expansion committee continued to be a part of the council.

During the first few weeks of the school year the committee was not active. But in late fall, a letter was sent to the principal of nearby Hastings High School introducing the idea of a student council in H.H.S. to him. Later, in a follow-up conference, they learned that the principal was very receptive to the idea. He talked to his students about its possibilities and tried to determine whether they were ready for a council. After careful thought, he decided they were.

So, with the stage thus set, the committee went to Hastings to speak to the students in an assembly program about how to proceed in organizing a council. They explained the details of pre-council education, elections, constitution, work projects, finance, and many other phases of operating a council. The students of H.H.S. absorbed all this information and decided to talk about it among themselves for a week. The County Superintendent of Public Instruction happened to be in Hastings that day, and since Hastings also is in St. Johns County, he was pleased with the "brotherly" inclination of one of his schools toward another.

The Principal invited the committee to return to the next assembly program and bring a copy of the Ketterlinus High School student council constitution with them. On returning the next week the expansion committee found that enthusiasm was high about the council idea. The committee continued to give sound advice and with serious determination the students of H.H.S. set about the business of drawing up a suitable constitution.

The result of this initiative on the part of the Ketterlinus expansion committee is a compact, efficient, and—above all—educational student

council in Hastings High School. Encouraged by this success the K.H.S. committee has set for its goal the establishment of a student council in mammoth Robert E. Lee High School in Jacksonville next year.

This little Florida high school which is staging its own crusade for Americanism and Democracy in the schools is not only helping those schools in which they establish councils, but those K.H.S. students who are speaking for the "Student Council Cause" are gaining just that much more confidence in their own council. They are employing the philosophy of Dewey: "In order to convince others of the worth of something, one must first have his own great confidence in that which he sells."

It is greatly to the credit of Ketterlinus High School that while our foreign policy leaders strive to spread Democracy to other nations, its students are spreading that Democracy right here in our own country. America's most precious and worthwhile possession is her inner soul of Democracy. Therein lies her hope!—Bruce Robertson, Student Body President, Ketterlinus High School Student Council, St. Augustine, Florida

## STUDENT COUNCIL DIRECTS A WORKABLE COMMUNITY RELATIONS PROGRAM

In Hinsdale Township High School, Hinsdale, Illinois, considerable progress has been made in developing and directing a workable community relations program.

"We're from Hinsdale—Couldn't be prouder! . . ." This one line from a popular cheer of the Hinsdale Township High School student body has been one of the most effective rallying cries for any project sponsored by the student governing body.

Among the successful projects have been:

Sponsorship of a Sportsmanship Trophy Project in the Chicago West Suburban Conference which has been so successfully conducted that it has won state, national, and international recognition for the school.

Stoppage of freshman hazing through a substitute program planned to orient the newcomer to the school rather than to persecute him for being a freshman.

Giving assistance in getting out voters for a bond issue election which helped make possible the erection of a new \$2 million high school building. Such assistance included reminders to vote and providing transportation and/or baby-sitters for voters.

Successful conduct of many charity drives for the benefit of organizations such as the

**School Activities**

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Minimization of vandalism of school and public property and encouragement of rival schools to curb vandalism as a part of the Sportsmanship Trophy Project and as a means of giving mutual aid to communities which likewise desired successful bond-issue elections in expanding building projects.

Success in such a community public-relations program depends upon fostering a feeling of "togetherness" which embodies democratic ideals talked about in classes and club meetings. It is progress that is developed by many rather than by the individual alone. Students must be given opportunities for leadership as they prove themselves capable of being leaders and as they show gradual improvement in handling projects well.

There must be behind-the-scenes coaching and applauding when credit is due by P.T.A. leaders, administrators, teachers, and student officers, all of whom must work together in developing attitudes, understanding, and appreciation. Generally speaking, the more opportunities given everyone to participate in doing something constructive, the better will be any program of community relations.

Students can learn to be good citizens only by doing what good citizens do. At Hinsdale some of the about-school-routine activities handled include student council supervision of the cafeteria during lunch periods. It is not necessary for teachers to be on "guard duty" during this time because the Student Council provides competent students to see that the lunch hours are conducted in an orderly manner. Similarly, student council representatives assist with P.T.A. Open House programs held annually. They direct timely discussion projects and panels on topics of Brotherhood and Student Self-Government and they have introduced democratic methods of electing their own officers.

No miracles are involved in getting co-operation from the Hinsdale student body. Co-operation is built gradually, solidly, but permanently by democratic interaction among teachers, parents, pupils, laymen, and administrators because "We're from Hinsdale—Couldn't be prouder!..." —O. G. West, Principal, Township High School, Hinsdale, Illinois

January, 1952

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4 3/4	140
5	150
5 1/4	160
5 1/2	170
5 3/4	180
6	190
6 1/4	200
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# Comedy Cues

## The Modern Way

Little Claude's mother had reluctantly allowed her precious child to attend public school. She gave the teacher a long list of instructions: "My Claude is so sensitive," she explained. "Don't ever punish him. Just slap the boy next to him. That will frighten Claude."—The Sea Hawk

## Amen

Little Eddie was almost through with his nightly prayer. "Bless my papa, bless my mama, bless Aunt Jenny, and please make St. Louis the capital of Missouri. Amen," he concluded.

"Why, Eddie!" exclaimed his mother, deeply shocked. "Why on earth did you say such a thing?"

"Because," explained Eddie, snuggling down under his blanket, "I put that on my examination paper today."—Balance Sheet

An Englishman driving through our country for the first time read the sign "Drive Slowly"—This means You!"

"By jove," he said, "how did they know I was here?"—Collegio

## Paid in Full

She had received his gift of flowers with rapture.

"Oh, they are perfectly lovely!" she exclaimed. "And there's even a little dew on them still."

"Er—y-e-s," he stammered, "there's a little, but I intend to pay it on Saturday."—Balance Sheet

## Worthwhile Speech

"Did you ever hear an after-dinner speech that was really worthwhile?"

"Only once. Last night I dined with an old acquaintance and he said, 'Waiter, bring me the check.'"—Balance Sheet



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"No."

"A piano, radio, phonograph, or television set?"

"No."

"Do you play any musical instrument? Do you have a dog or cat or parrot?"

"No, but my fountain pen scratches a little sometimes when it begins to run dry."

Old Mother Hubbard

Went to the cupboard

To get her young daughter a dress;

But when she got there

The cupboard was bare

And so was her daughter, I guess.

Mr. Brooks: Why did the moron bury his car ten feet in the ground?

Mr. Crooks: I don't know, why?

Mr. Brooks: His motor died.

The difference between a hair dresser and a sculptor is that while the hairdresser curls up and dyes, the sculptor makes faces and busts.

A Scotchman was leaving on a business trip, and he called back as he was leaving, "Good-bye, all, and dinna forget to take little Donald's glasses off when he isn't looking at anything."

Postman's Wife: Why, Pa, you look all tucked out!

Postman: I sure am. I've been all over town looking for a guy named "Fragile."

First Boarder: The cheese is so strong it could walk over and say "Hello!" to the coffee.

Second Boarder: Yes, but the coffee is too weak to answer back.

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*Foreword by Robert J. Havighurst, Professor of Education, University of Chicago*

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